

Modern Psychology Scientific Bulletin, 2026, 1(18)

P-ISSN 2579-2504

E-ISSN 2738-2664

ԱՐԴԻ ՀՈԳԵԲԱՆՈՒԹՅՈՒՆ
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MODERN PSYCHOLOGY

SCIENTIFIC BULLETIN

АКТУАЛЬНАЯ ПСИХОЛОГИЯ

НАУЧНЫЙ ВЕСТНИК

ԵՐԵՎԱՆ 2026, №1 (18)

PSYCHOLOGICAL FACTORS DETERMINING PROFESSIONAL BURNOUT OF THE INDIVIDUAL

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Received: 30.04.2026

Revised: 25.05.2026

Accepted: 26.05.2026



This article is devoted to the theoretical analysis of the psychological factors determining an individual's professional burnout. Within the framework of the article, the main theoretical approaches to professional burnout are examined, emphasizing its multidimensional nature, stage-based development, and specific manifestations. The method of comparative analysis was applied, through which the key provisions of the approaches to professional burnout were identified, as well as the similarities and differences in the authors' views regarding the structure of burnout and the factors determining it. The analysis demonstrated that the recurrence of psychological factors of professional burnout is high across different theoretical approaches, which indicates their fundamental role in the formation of burnout syndrome. The psychological factors of professional burnout identified include motivation, coping strategies, self-efficacy, emotional regulation, and stress resistance. One of the most frequently occurring factors is motivation. The results make it possible to systematize the existing theoretical approaches and to develop an integrated model of professional burnout as a multifactorial and multilevel phenomenon. The proposed model may serve as a theoretical basis for the development of professional burnout prevention programs.

Keywords: *individual, professional burnout, personality traits, emotional intelligence.*

Research Objective. To identify, through theoretical analysis, the psychological factors determining an individual's emotional burnout.

Relevance of the Study. In the modern world, individuals carry out their professional activities in environments characterized by high responsibility, which leads to psychological tension. In this context, professional burnout has become a

frequently encountered and highly relevant issue in everyday life. Particularly vulnerable are representatives of professions whose activities are based on interpersonal communication, high responsibility, and emotional involvement. Since professional burnout has a significant impact on an individual's job performance skills and, in general, on the overall functioning of the organization, special importance is attached to the study of those psychological factors that may determine the emergence, development, and prevention of burnout.

At present, professional burnout has become not only an individual issue, but also a problem of social and organizational significance. In recent years, interest in professional burnout and the psychological factors determining it has increased; nevertheless, their integrated and systematic analysis continues to remain a relevant issue for the purpose of preventing professional burnout. The theoretical study of these factors may contribute to the development of professional burnout prevention programs, as well as to enabling individuals to fully utilize their potential in professional activity. The relevance of the topic is also caused by the fact that not only organizational and social factors, but also psychological and personality characteristics play a decisive role in the emergence of professional burnout. These characteristics may either contribute to or counteract the development of burnout. As a result, it can be concluded that a comprehensive analysis of psychological factors makes it possible to gain a deeper understanding of the mechanisms underlying the emergence, manifestation, prevention, and overcoming of this phenomenon.

So that, the present study is aimed at identifying the internal psychological characteristics underlying the formation of burnout, as well as contributing to the development of effective psychological support and prevention strategies within the contemporary professional environment. In order to develop a comprehensive understanding of the phenomenon of professional burnout and identify its psychological factors, the present article examines the works of H. Freudenberger, C. Maslach, S. Jackson, E. Cherniss, R. Lazarus, A. Beck, A. Pines, E. Aronson, W. Schaufeli, M. Leiter, V. Boyko, and N. Vodopryanova. We used the method of comparative analysis, through which the key provisions of the approaches to professional burnout were identified, as well as the similarities and differences in the authors' views regarding the structure of burnout and the factors determining it.

Theoretical Analysis. Professional burnout is a psychological phenomenon that negatively affects an individual's psychophysiological health, resulting in a decrease in professional effectiveness in the workplace. Nevertheless, this issue is not new, and for the first time it was raised in H. Freudenberger's 1974 article "Staff Burn-Out", in which the term "professional burnout" was introduced for the first time [3]. This definition was used to describe the condition of healthy individuals who are

engaged in long-term and intensive emotional interaction with clients. H. Freudenberger wrote his article with reference to employees of free medical care institutions, identifying both physical and behavioral changes in individuals experiencing professional burnout. He viewed professional burnout as a process of physical and psychological exhaustion arising from excessive involvement in work. Considering the main provisions of H. Freudenberger's approach, it can be concluded that the process of professional burnout begins to develop primarily among representatives of "person-to-person" professions, such as physicians, teachers, police officers, lawyers, coaches, psychologists, managers of various levels, and others. As mentioned earlier, H. Freudenberger also described the physical and behavioral characteristics typical of individuals experiencing professional burnout. However, within the framework of the present study, only the psychological characteristics will be examined.

In order to develop a deeper and more structured understanding of professional burnout, it is also necessary to include the works of C. Maslach and S. Jackson in the analytical framework of the present article. C. Maslach's first article on this topic was published in *Human Behavior* magazine in 1976. Initially, her studies described professional burnout only among healthcare workers; however, with the growing relevance of the issue, her research was later extended to representatives of other professions as well. In their collaborative work, C. Maslach and S. Jackson conceptualized professional burnout as a psychological syndrome that emerges in response to prolonged chronic stress in the workplace. According to this approach, professional burnout has a three-dimensional structure, which includes emotional exhaustion, depersonalization, and personal accomplishment. Emotional exhaustion is regarded as the central component of professional burnout and manifests itself in the form of feelings of emptiness and depletion of emotional resources. The second component, depersonalization, affects interpersonal relationships and is expressed through cynical attitudes toward other people and emotional distancing. The final component of this three-dimensional structure, reduced personal accomplishment, may manifest either as a tendency toward negative self-evaluation, attempts to devalue one's own professional achievements and successes, or as a tendency to diminish one's self-worth and limit one's own capabilities. It also includes feelings of incompetence and a decrease in self-efficacy. The approach proposed by C. Maslach and S. Jackson differs in that, for the first time, it defines the structure of professional burnout and explains it through a three-dimensional model, described in the previous paragraph. Another important feature of this approach is that professional burnout is viewed as a multidimensional syndrome rather than merely fatigue or exhaustion. Finally, according to their perspective, professional burnout is closely associated with interpersonal relationships.

Subsequently, based on the findings of their studies, Japanese researchers proposed modifying the three-component structure of professional burnout developed by C. Maslach and S. Jackson by adding a fourth component. The proposed fourth component of professional burnout was involvement, which reflects psychological involvement in professional activity [5]. However, as a result of factor analysis, this model was not confirmed, since the factors merged together, and the original three-component structure was effectively retained.

In order to develop a more comprehensive understanding of the professional burnout model, it is also necessary to consider the works of E. Cherniss, R. Lazarus, and A. Beck. These three approaches can be grouped and classified as the cognitive approach to the study of professional burnout, since the main factor uniting them is not the situation itself, but rather its interpretation. All three authors view the individual in the process of professional burnout as an active participant who interprets the situation, rather than merely as a victim of stress. Within these works, professional burnout is explained through patterns of thinking (evaluations, beliefs, interpretations of situations), rather than solely through emotions and external conditions. E. Cherniss views professional burnout as a process that develops over time. It is a gradual process of losing motivation, idealism, and professional involvement, occurring primarily among representatives of helping professions. In one of his early models of professional burnout, E. Cherniss presented burnout as a process consisting of three stages. He identified the following stages: a) stress, which occurs due to an imbalance between job demands and available resources; b) strain, manifested in the form of irritability, fatigue, and exhaustion; c) changes in attitudes resulting from accumulated strain [4].

He noted that by passing through these stages, the individual ultimately reaches a state of professional burnout. Based on this approach, the following personality characteristics influencing the development of professional burnout can be identified: motivation, self-efficacy, and emotional detachment. R. Lazarus did not study professional burnout as an independent phenomenon; however, he developed a theory through which it can be explained. According to this theory, professional burnout may be interpreted as the result of chronic stress and ineffective coping strategies. Based on R. Lazarus's cognitive appraisal theory, the development of professional burnout can be represented as follows: after the emergence of stress, a subjective appraisal takes place. The degree of threat posed by the stressor is evaluated, after which ineffective coping strategies are applied, leading to the accumulation of tension, which in turn results in burnout [7]. A. Beck did not examine professional burnout as an independent phenomenon either; nevertheless, the cognitive theory he developed makes it possible to explain the psychological mechanisms underlying its formation. In particular, dysfunctional

cognitive schemas, negative automatic thoughts, and cognitive distortions contribute to increased stress, decreased self-esteem, and the formation of a sense of professional inefficacy, which allows burnout to be interpreted within the framework of the cognitive approach. Based on this perspective, the mechanism of professional burnout development may be represented as follows: a negative event is followed by distortions in the perception of the situation, which leads to an increase in stress levels, ultimately generating a sense of inefficacy. This feeling is then followed by the emergence of burnout. At this point, it is also possible to observe a highly interesting connection between two factors: the feeling of inefficacy may be associated with the third component of the professional burnout structure in C. Maslach's theory —personal accomplishment. From the perspective of the cognitive approach, A. Beck's concept of professional inefficacy is conditioned by the activation of negative cognitive schemas and automatic thoughts, which reflect low self-esteem and a lack of confidence in one's own competence. Professional interpretations of such experiences lead to a persistent sense of anxiety regarding a mismatch with the demands of the activity. It can be assumed that this mechanism is to some extent interconnected with the component of reduced personal accomplishment in C. Maslach's model, which reflects a decline in the subjective evaluation of one's professional effectiveness.

The theory of occupational burnout developed by A. Pines and E. Aronson occupies an important place in the body of knowledge on the phenomenon of burnout, particularly within the context of an existential-motivational understanding. Unlike more structural models of burnout, it is based on the subjective experience of emotional exhaustion. Within their theoretical framework, A. Pines and E. Aronson define burnout as a state of physical, emotional, and mental exhaustion that arises due to prolonged exposure to emotionally demanding and difficult situations [11]. At the same time, this theory emphasizes not only the presence of emotionally demanding situations or stress, but also the loss of existential meaning in activity. The authors mentioned that burnout occurs in cases where an individual was initially deeply engaged in the activity, perceived it as meaningful and aligned with their values, but later encounters the impossibility of realizing these expectations. As a rule, burnout occurs precisely in such cases. The main feature of their approach is that the concept of burnout is interpreted as the result of a mismatch between meaningful activity for the individual and the conditions of its implementation. In this context, professional burnout is viewed not only as a consequence of overload, but also as a loss of meaning and life orientations.

The theoretical model of burnout developed by W. Schaufeli and M. Leiter is one of the most modern and systematic approaches to the study of this phenomenon. Their approach was formed on the basis of the development and critical revision of C. Maslach's model. However, it significantly expands Maslach's

theory by incorporating organizational aspects [10]. Within this approach, burnout is defined as a psychological state that arises as a result of a prolonged mismatch between job demands and the employee's resources. The authors maintain the three-component structure of Maslach's model, emphasizing that these manifestations are the consequence of a deeper process—namely, a breakdown in the interaction between the individual and the organizational environment. A central element of their theory is the “six areas of mismatch” model, which includes workload, control, reward, community, fairness, and values. Burnout occurs when a prolonged mismatch develops between an employee's expectations and even one of these six areas. So that, unlike earlier approaches, the emphasis is placed not only on individual characteristics but also on systemic organizational features. The analysis of this theory allows us to conclude that W. Schaufeli and M. Leiter viewed burnout as the result of a dynamic interaction between personal and organizational factors. At the same time, the subjective perception of one's professional life is of particular importance. Even employees in objectively similar conditions may respond differently to workload and working conditions in general, which demonstrates the importance of cognitive appraisal and personal resources in this process.

The theoretical approaches to the study of burnout presented in the works of V. Boyko and N. Vodopryanova occupy an important place among Russian-language scientific works in the development of psychological research on the phenomenon of burnout. Despite a certain commonality of issues, their concepts have different theoretical orientations and focus on different aspects of burnout. Within V. Boyko's approach, burnout is viewed as a psychological defense mechanism formed under conditions of chronic emotional tension. The author defines professional burnout as an emotional, most often professionally conditioned behavioral stereotype that allows an individual to partially or completely exclude emotions in response to psychologically traumatic influences. So that, burnout is interpreted not only as a negative psychological state, but also as a specific form of adaptation to stress. The structure of burnout is presented in three stages: tension, resistance, and exhaustion. Each stage includes a number of symptoms that sequentially reflect the development of the process. The tension stage is associated with the experience of traumatic circumstances and the emergence of dissatisfaction with oneself. The resistance stage is linked to the formation of defense mechanisms such as emotional detachment. The exhaustion stage is characterized by the depletion of psychological resources and a decrease in work efficiency [1]. In contrast to V. Boyko, N. Vodopryanova's approach is more integrative and largely based on C. Maslach's model. N. Vodopryanova considers burnout to be a multilayered psychological phenomenon that includes emotional exhaustion, depersonalization, and a reduction in professional effectiveness. At the same time, it focuses on the role of

both individual and organizational factors in the context of the emergence of burnout. In her approach, burnout appears as a result of the interaction between the individual and the professional environment. She emphasizes that the development of burnout is determined not only by external working conditions, but also by internal personal characteristics such as motivation, values, and self-regulation features [12].

It is also important to include one of the contemporary approaches that further expands the understanding of professional burnout. In the article “The problem of professional burnout in stress management,” burnout is viewed as a stress-induced syndrome that develops as a result of prolonged exposure to unfavorable factors in the professional environment. At first glance, similarities can be seen with the work of W. Schaufeli and M. Leiter, but the authors define burnout as a state of emotional and psychological exhaustion accompanied by professional decline, loss of interest in activity, and reduced work efficiency. The significant theoretical contribution of this work lies in the expansion of the traditional understanding of burnout through the inclusion of the boreout phenomenon, which reflects a state of exhaustion resulting not from overwork, but from insufficient workload, monotony, loss of professional meaning, and lack of interest. So that, burnout is interpreted as a result of imbalance between job demands and the level of individual engagement. Within the framework of this contemporary approach presented in the article, burnout is understood not as an isolated psychological state, but as a dynamic process. This approach expands traditional ideas about burnout by shifting the focus from exclusively emotional manifestations to a comprehensive consideration of cognitive, motivational, and behavioral changes, which is important for developing effective strategies for the prevention and correction of this syndrome [6].

Modern research has also clarified the issue of classifying burnout. Based on the WHO classification of diseases, the authors conclude that burnout is a phenomenon characteristic of professional life rather than a disease. Another important contribution of this work is the discussion of the mismatch between the individual and the profession, within which occupational burnout is interpreted as the result of such incompatibility [4].

A. Lokyan has also made a significant contribution to the study of burnout. In this work, the problem of burnout is considered in the context of its diagnosis. The author proceeds from the premise that burnout is not a single episodic state, but a multi-stage mental process that develops as a result of prolonged emotional stress, especially in professional activities associated with intensive interpersonal interaction [8]. The theoretical basis of this work is V. Boyko’s approach, within which burnout is viewed as a dynamic process. A significant contribution of the study is the adaptation and localization of the methodology for diagnosing levels of

emotional burnout, which allows consideration of the cultural and linguistic characteristics of the studied sample. The scientific novelty of the work lies in presenting burnout as a measurable psychological construct with a clearly defined stage structure and diagnostic system. In contrast to a number of theoretical approaches that focus mainly on the description of the phenomenon, this work shifts toward its empirical investigation. Of particular importance is also the identification of the relationship between emotional stress and psychosomatic manifestations, which further highlights the complex nature of burnout. Overall, the work reflects a modern approach to the study of occupational burnout, connected with its diagnosis and empirical verification, which significantly expands the possibilities for scientific analysis of this phenomenon and the development of practical methods for its prevention.

Discussion of the theoretical analysis. Based on all the presented theories and approaches, it becomes clear that despite the numerous existing perspectives on the phenomenon of burnout, a unified approach to this phenomenon has not yet been formed. Occupational burnout is viewed as a syndrome, a form of stress adaptation, the result of cognitive appraisal, the consequence of interaction between the individual and the organizational environment, and so on. Most importantly, these approaches do not answer the question of how to prevent occupational burnout. If we assume that burnout is interpreted differently, it can be concluded that it should also be prevented using different methods, depending on how it is initially conceptualized. Therefore, the absence of a unified model of occupational burnout also leads to difficulties in its prevention, starting from the choice of methodology.

However, taking into account the purpose of the present study and based on the theories already reviewed, it is necessary to identify the psychological factors that influence the emergence of burnout. Based on the behavioral manifestations described in H. Freudenberger's article, and through their analysis, it is possible to identify the following psychological factors that may influence the development of burnout and are often manifested both as consequences of burnout and as its prerequisites: emotional instability, cognitive rigidity, frustration, and introversion. Taking into account H. Freudenberger's work, we have identified those personality characteristics that can be interpreted as prerequisites for burnout, which we have grouped as follows: a. Emotional-affective characteristics: include hypersensitivity to the experiences of others, high empathy. b. Motivational-value characteristics: perfectionistic attitude toward work, excessive dedication to work. c. Cognitive-regulatory characteristics: obsessive fixation on professional activity, cognitive rigidity. d. Individual-typological characteristics: introversion and emotional instability. Together, these characteristics increase an individual's vulnerability to burnout.

Analyzing and taking into account C. Maslach and S. Jackson's approach to the study of burnout, it is possible to reach a scientifically grounded conclusion that allows the identification of psychological factors influencing its development. Based on the structural components of this model, we have identified the following psychological factors. Considering the central component of the model: emotional exhaustion- it is possible to identify emotional intelligence and self-regulation as psychological factors contributing to the emergence of burnout. Taking into account the second component, depersonalization, it is possible to identify empathy and coping strategies. And analyzing the third component of the burnout structure: reduced personal accomplishment, it is possible to identify professional self-efficacy and self-esteem as psychological factors. According to the cognitive approach (E. Cherniss, R. Lazarus), in studying the process of burnout it is possible to identify personal factors that influence its development, such as stress resilience, coping strategies, and locus of control. Following A. Beck's work, it is possible to further specify the psychological factors and identify self-esteem and cognitive rigidity as causes of burnout. In contrast to earlier approaches, it becomes clear that according to cognitive theories, the individual plays an active role in the development of burnout. H. Freudenberger, C. Maslach, and S. Jackson presented burnout as a response to external factors, whereas within the cognitive approach, the role of the individual and their personal characteristics was emphasized for the first time in the study of this phenomenon, which in turn changed the direction of subsequent research on burnout.

Based on the analysis of the existential and motivational approach (A. Pines, E. Aronson), we have identified several psychological factors contributing to the development of burnout. First of all, these are motivational factors, which include a high level of intrinsic motivation and the desire for self-realization. It is also possible to identify value-related factors, since this theory is grounded precisely in such variables: life orientations and cognitive dissonance. Emotional factors should also be identified, in particular emotional intelligence. So that, A. Pines and E. Aronson's theory allows burnout to be viewed as a complex, multi-component phenomenon, the basis of which is the loss of meaning despite the initial presence of high motivation. Analyzing this theory, it can be noted that A. Pines and E. Aronson shift the emphasis from external factors (workload, working conditions) to internal individual factors (motivation, value system). In their approach, burnout appears as a consequence of deep personal engagement, which distinguishes their model from those in which burnout is mainly interpreted as a result of resource depletion. So that, their theory complements classical approaches to burnout but also takes into account the existential dimension of professional activity.

Based on the main principles of M. Leiter and W. Schaufeli's theory, we have identified psychological factors influencing the development of burnout. A

significant role is played by the subjective sense of control over activity, locus of control and chosen coping strategies. According to this theory, motivation and engagement are also important psychological factors. The authors also emphasize the importance of emotional exhaustion and resilience in employees. These psychological factors may serve as prerequisites for the development of burnout. So that, W. Schaufeli and M. Leiter’s theory allows burnout to be viewed as the result of interaction between individual and organizational factors, mediated by cognitive appraisal and motivational processes. In contrast to other approaches that mainly focus on internal individual characteristics, this approach emphasizes the systemic nature of burnout and the necessity of considering the professional context.

Also, analyzing the approaches of V. Boyko and N. Vodopryanova, we have identified psychological factors influencing the development of burnout, such as motivation, self-regulation, emotional exhaustion, emotional intelligence, anxiety, coping strategies, and stress resilience. So that, a comparative analysis of V. Boyko’s and N. Vodopryanova’s approaches shows that, despite differences in theoretical foundations, both approaches emphasize the importance of internal psychological mechanisms in the formation of burnout.

As a result of the theoretical analysis, we concluded that for the complete presentation of information, the psychological factors identified by us will be presented in tabular form (Table 1). Table 1 presents the directions of burnout research, their authors, and the psychological factors influencing its development.

Table 1.

	Author	Psychological factors
Early stage	H. Freudenberger	Perfectionism, empathy, motivation, introversion, rigidity, frustration, emotional instability
Classic model	C. Maslach, S. Jackson	Emotional intelligence, Self-regulation, empathy, coping strategies, professional self-efficacy, self-esteem
The cognitive approach	E. Cherniss, R. Lazarus, A. Beck	Motivation, resilience, self-efficacy, emotional isolation, locus of control, self-esteem, cognitive resilience
An existential and motivational approach	A. Pines, E. Aronson	Motivation, self-realization, life orientations, emotional intelligence, cognitive dissonance

Organizational approach	M. Leiter, W. Schaufeli	Motivation, resilience, work engagement, emotional exhaustion, coping strategies, locus of control
Post-Soviet approaches	V. Boyko, N. Vodopryanova	Motivation, self-regulation, emotional exhaustion, emotional intelligence, anxiety, coping strategies, resilience

Studying the phenomenon of burnout across different authors, we came to the conclusion that its components may have an equal impact on the development of burnout. Based on this, we attempted to construct a model in which the components are of equal significance. Relying on the results of the theoretical analysis, in our work we have tried to develop a model of burnout with its components. This model is presented in the form of a diagram (Figure 1).



Figure 1.

The components of the burnout model proposed by us include emotional intelligence, self-efficacy, motivation, coping strategies, and stress resilience. According to this model of burnout, it can be concluded that its components are interrelated and exert an equal influence on the development of burnout. These components were derived as a result of the theoretical analysis.

Conclusion. So that, it can be concluded that the frequency of recurrence of psychological factors of burnout is high across different theoretical approaches, which indicates their fundamental role in the formation of the burnout syndrome. One of the most frequently encountered factors is motivation. This component is present in almost all examined approaches, from H. Freudenberger’s early works to

contemporary organizational and post-Soviet models. This allows us to conclude that the nature of motivation (intrinsic, extrinsic) is one of the key conditions for the development of burnout. Particularly significant is high intrinsic motivation, which, in the case of a mismatch between expectations and reality, transforms into frustration and leads to burnout.

Another highly significant factor is coping strategies. These are represented in classical models of burnout, cognitive approaches, organizational theory, as well as post-Soviet research. This demonstrates the importance of coping methods as a universal mechanism for managing the effects of occupational stress. Maladaptive coping strategies, such as avoidance and emotional withdrawal, contribute to the accumulation of tension and accelerate the development of burnout. Frequently encountered factors also include self-efficacy and the related construct of self-esteem. These variables are particularly emphasized in cognitive and classical models. Their importance is due to the fact that the perception of one's own professional competence directly influences the reduced sense of personal accomplishment component. Low self-efficacy intensifies feelings of failure and contributes to the reinforcement of burnout. Special attention should also be given to emotional-regulatory characteristics, including emotional intelligence, self-regulation, and emotional stability. These factors are present in a number of approaches and reflect an individual's ability to regulate their emotional responses under conditions of professional stress. The factor of stress resilience is also significant, particularly in cognitive and organizational models. It performs a protective function by reducing the likelihood of transition from stress to burnout. Low levels of stress resilience make a person more vulnerable to prolonged stress and, consequently, to burnout. Less frequently repeated but still important are factors such as locus of control, cognitive rigidity, life orientations, and cognitive dissonance. These are more often encountered within various theoretical frameworks and reflect deeper mechanisms of processing professional experience. A separate group consists of emotional characteristics such as empathy, emotional involvement, and anxiety. These factors are especially prominent in early and post-Soviet models. A high level of empathy, on the one hand, facilitates effective interpersonal interaction, while on the other hand increases the risk of emotional burnout.

So the results of our analysis make it possible to identify the following psychological factors of professional burnout: motivation, coping strategies, self-efficacy, emotional regulation, and stress resilience. The recurrence of these factors across different theoretical approaches provides grounds for considering them not only as separate factors, but also as interrelated structural components that form a unified psychological system of occupational burnout. It should be noted that the identified psychological factors are regarded as important structural

components of occupational burnout; however, the degree and significance of their influence may vary depending on the characteristics of professional activity, the work environment, as well as individual psychological resources. Within the framework of the proposed model, professional burnout is viewed as a multifactorial and multilevel process in which dynamic interactions exist between the factors. In particular, a decrease in stress resilience may impair the effectiveness of emotional regulation, thereby increasing the likelihood of using maladaptive coping strategies. The latter, in turn, contributes to a decrease in self-efficacy and a weakening of professional motivation, which gradually intensifies the manifestations of professional burnout. At the same time, high self-efficacy and adaptive coping strategies may serve as protective resources by mitigating stressful influences and preventing the progression of burnout. The frequency with which these factors appear across different theoretical approaches provides grounds for considering them as primary structural components.

So that, the results of our analysis allow us to identify the psychological factors of burnout as motivation, coping strategies, self-efficacy, emotional regulation, and stress resilience. Their high frequency of occurrence across different theoretical approaches justifies considering them as primary structural components. The proposed approach makes it possible not only to systematize existing theoretical concepts but also to develop a unified model of occupational burnout as a multifactorial and multilevel phenomenon. Such a model may serve as a foundation for designing burnout prevention programs.

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ԱՆՁԻ ՄԱՍՆԱԳԻՏԱԿԱՆ ԱՅՐՈՒՄԸ ՊԱՅՄԱՆԱՎՈՐՈՂ ՀՈԳԵՔԱՆԱԿԱՆ ԳՈՐԾՈՆՆԵՐ

Անահիտ Վերդյան (ՀՀ Պետական Կառավարման Ակադեմիա, Երևան, Հայաստան)

Սույն հոդվածը նվիրված է անձի մասնագիտական այրումը պայմանավորող հոգեբանական գործոնների տեսական վերլուծությանը: Հոդվածի շրջանակներում ուսումնասիրվում են մասնագիտական այրման հիմնական տեսական մոտեցումները՝ ընդգծելով դրա բազմաչափ բնույթը, փոփոխյալի զարգացումը և դրսևորման առանձնահատկությունները: Կիրառել ենք համեմատական վերլուծության մեթոդը, որի շնորհիվ բացահայտել ենք մասնագիտական այրման վերաբերյալ մոտեցումների առանցքային դրոյթները, ինչպես նաև այրման կառուցվածքի, այն պայմանավորող գործոնների վերաբերյալ հեղինակների մոտեցումների նմանություններն ու տարբերությունները: Վերլուծությունը ցույց տվեց, որ մասնագիտական այրման հոգեբանական գործոնների կրկնության քանակը բարձր է տարբեր տեսական մոտեցումներում, ինչը ցույց է տալիս դրանց հիմնարար դերը այրման համախտանիշի ձևավորման գործում:

Առանձնացվել են մասնագիտական այրման հոգեբանական գործոնները՝ մոտիվացիա, քոփինգ ռազմավարություններ, ինքնարդյունավետություն, հուզական կարգավորում և սթրեսակայունություն: Առավել հաճախ հանդիպող գործոններից է մոտիվացիան: Արդյունքները հնարավորություն են տալիս համակարգել առկա տեսական մոտեցումները և ձևավորել մասնագիտական այրման միասնական մոդել՝ որպես բազմագործոնային և բազմամակարդակ երևույթ: Առաջարկվող մոդելը կարող է ծառայել որպես տեսական հիմք մասնագիտական այրման կանխարգելման ծրագրեր մշակելու համար:

Հանգուցային բառեր՝ անձ, մասնագիտական այրում, անձնային որակներ, հուզական ինտելեկտ:

ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ, ОБУСЛОВЛИВАЮЩИЕ ПРОФЕССИОНАЛЬНОЕ ВЫГОРАНИЕ ЛИЧНОСТИ

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Настоящая статья посвящена теоретическому анализу психологических факторов, обуславливающих профессиональное выгорание личности. В рамках статьи рассматриваются основные теоретические подходы к профессиональному выгоранию, подчеркивается его многомерный характер, поэтапное развитие и особенности проявления. Был применён метод сравнительного анализа, благодаря которому были выявлены ключевые положения различных подходов к профессиональному выгоранию, а также сходства и различия во взглядах авторов на структуру выгорания и определяющие его факторы. Анализ показал, что частота повторяемости психологических факторов профессионального выгорания высока в различных теоретических подходах, что свидетельствует об их фундаментальной роли в формировании синдрома выгорания. Были выделены следующие психологические факторы профессионального выгорания: мотивация, копинг-стратегии, самооффективность, эмоциональная регуляция и стрессоустойчивость. Одним из наиболее часто встречающихся факторов является мотивация. Полученные результаты позволяют систематизировать существующие теоретические подходы и сформировать единую модель профессионального выгорания как многофакторного и многоуровневого явления. Предлагаемая модель может служить теоретической основой для разработки программ профилактики профессионального выгорания.

Ключевые слова: *личность, профессиональное выгорание, личностные качества, эмоциональный интеллект.*

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